

## A Treasure Hunt through the Common Core State Standards for Mathematics and Appendix A

Directions: Knowing where to find information is just as important as knowing the information. A question can be answered easily and effectively when one knows how to use the available tools. Using the Common Core State Standards in Mathematics and Appendix A, search with others at your table (in groups of 2, 3, or 4) to navigate through these new documents and find the answers to the following questions...



Use the Common Core State Standards for Mathematics to help answer questions 1–13

1. According to the Introduction what are the 8 standards for Mathematical Practice?

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

**Bookmark this location.**

2. What is the Common Core's equivalent for Maine's Guiding Principles?

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3. Find the guide labeled "How to read the Grade Level Standards". Maine uses different labels for various components of the standards. What is the Common Core's equivalent for:

Content Standard \_\_\_\_\_

Performance Indicator \_\_\_\_\_

Descriptors \_\_\_\_\_

**Bookmark this location.**

4. What five Domains are listed for Kindergarten?

- 1.
- 2.
- 3.
- 4.
- 5.

5. In what grade are fractions introduced, and on what page can this be found?

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Highlight this occurrence in the text.

6. What new Domain is introduced in Grade 6? \_\_\_\_\_

Highlight this information in the text.

7. In what grade is that Domain completed? \_\_\_\_\_

Highlight this information in the text.

8. What is an 'Ah ha' you have about the K-8 Standards? An 'Oh No!'?

Ah ha: \_\_\_\_\_

Oh No! \_\_\_\_\_

9. Locate the high school standards and **bookmark this location** in the document. The 9-12 Standards are organized into what 6 Conceptual Categories?

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

10. What is unique about the high school “Modeling” Conceptual Category?

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Highlight this information in the text.

11. What is an ‘Ah ha’ you have about the high school Standards? An ‘Oh No!’?

Ah ha: \_\_\_\_\_

Oh No! \_\_\_\_\_

12. What is found at the beginning of each grade level and Conceptual Category?

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13. Find Tables 1 & 2 in the Glossary and **bookmark this location**. What is their purpose? Who should use these?

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Use the Appendix A document to help answer questions 14–21

14. In the Overview what 2 areas require careful attention while developing the pathways into instructional programs?

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Highlight this information in the text.

15. What are the 4 model course pathways:

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

16. What 5 strategies are suggested as helpful for students requiring additional support?

- 1.
- 2.
- 3.
- 4.
- 5.

**Bookmark this location.**

47. Find the guide labeled “How to Read the Pathways”. How many parts does each pathway have? \_\_\_\_\_

**Bookmark this location.**

48. How is the overview of the pathway organized?

\_\_\_\_\_

49. In the second part of the pathway, each course contains what 3 components?

- 1.
- 2.
- 3.

**Highlight this information in the text.**

50. On what pages do you find information regarding High School Mathematics in the Middle School, Middle School Acceleration and Other Ways to Accelerated Students? \_\_\_\_\_

**Bookmark this location.**

51. Appendix A will be helpful for whom?

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